



David Reese Elementary

Local Control Accountability Plan (LCAP) 2021-2022

Principal: PATRINA BAGGETT

County-District-School (CDS) Code: 34673146033021

**Elk Grove Unified School District
Elk Grove, California**

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Consultation with stakeholders on the 2021-22 School Plan for David Reese was developed while analyzing our Academic Improvement Plan. The following committees and teams met to analyze the greatest deficits of our students and our strategic approach to meeting the needs of all learners.</p> <ul style="list-style-type: none"> • Title I Family Meetings on October 19, 2020, November 9, 2020, December 14, 2020, January 11, 2021, February 16, 2021, and March 8, 2021. • Leadership Meetings on July 10, 2020, October 19, 2020, December 21, 2020, March 1, 2021 • Grade Level Representative Meetings on September 8, 2020, October 19, 2020, November 16, 2020, January 25, 2021, and March 1, 2021 • Staff Meetings on August 31, 2020, September 21, 2021, October 21, 2020, November 2, 2019, December 7, 2019, January 11, 2021, February 9, 2021, and March 15, 2021, and April 11, 2021 • School Site Council Meetings on August 27, September 30, 2020, October 23, 2020, February 4, 2021, March 12, 2021 and April 5, 2021 • ELAC Meetings on September 19, 2019, December 15, 2020, and March 4, 2021 • Back to School Morning August 3, 2020 and August 24, 2020 • Zoom PowerPoint Videos released to families, Community Surveys and Announcements • Family Impact Time Meetings (Every grade level completes parent university meetings within the first 6 weeks of the school year)
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>David Reese Elementary School's academic school-wide focus is to <i>Maintain a strong emphasis on Visible Learning as a school culture to provide common instructional language, feedback and success criteria for students so that they may OWN their learning and understand its importance and impact on their success.</i> We are committed to teaming with families and our students to create an infrastructure that cultivates strong professional learning communities, rigorous and engaging classrooms that utilize technology, and meaningful ways for all to be active participants in both the learning and events/activities that contribute to overall student progress and success. Based on the feedback we received from our Stakeholders, we are continuing to focus on early literacy, fluency, reading comprehension and utilizing technology to aide student learning. Through continued professional development on Trauma Informed Care/Restorative Practices and Culturally Responsive Learning we are embedding these strategies into our work with staff, students and families.</p>

Resource Inequities

<p>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</p>

Our school was identified as Alternative Targeted Support and Improvement because our African American students and Students with Disabilities need additional targeted support to meet growth goals. As a result of our needs assessment, additional resources to support the following goals and actions have been added to support the increased success of our targeted student groups:

1. Trauma Informed Care Practices/Restorative Practices PD embedded into our culturally responsive classrooms and parental engagement (Goals 3.1.1 and 3.2.1 address this need area)
2. Increased ELA SBAC scores and 3rd grade students who are reading on grade level (Goals 1.1.1, 1.2.1 and 1.4.1 address this need area)
3. Technology to support student performance data: Chromebook ratios for students and iReady (Goal 2.1.1 addresses this need area)
4. Parent/Family Attendance program targeted selected students who are chronically absent (Goals 3.2.1, 4.1.1 and 4.2.1 address this need area)

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
<p>Site Goal 1.1</p>	

Targeted professional learning opportunities for teachers to support the implementation of high quality first instruction. Professional development that focuses on lesson design that is standards aligned, provides students with clear learning intentions and success criteria.

Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP/SBAC, and I-Ready data and increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the CAASPP/SBAC 2021 and the California's Accountability Dashboard:

- African American students will move from Red to Orange
- Hispanic students will move from Orange to Yellow
- Students with Disabilities will move from Orange to Yellow
- Asian students will move from Yellow to Green
- EL students will move from Yellow to Green
- Socioeconomically Disadvantaged students will move from Yellow to Green
- Students with 2 or more races - no performance color
- ELA OVERALL/SCHOOLWIDE = Will move from Yellow to Green

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the SBAC 2021 and the California's Accountability Dashboard:

- African American students will move from Orange to Yellow
- EL students will move from Orange to Yellow
- Hispanic students will move from Orange to Yellow
- Socioeconomically Disadvantaged students will move from Orange to Yellow
- Students with Disabilities will move from Orange to Yellow
- Asian students will move from Yellow to Green
- Students with 2 or more races will move from no performance color
- MATHEMATICS OVERALL/SCHOOLWIDE = Will move from Orange to Yellow

Students at David Reese Current CAASPP ELA and MATH Performance Data analyzed by grade level/subgroups:

ELA Scores
Met Standard or Exceeded Standard

Third Grade - sixth Grade
Hispanic/Latino students will move from 16% to 26%
Asian students will move from 35% to 45%
Black or African American students will move from 8% to 18%
White students will move from 36% from 46%
Native Hawaiian or Pacific Islander students will move from 27% to 27%
Demographic Race of Two or More students will move from 12% to 22%
Filipino students will move from 39% to 49%

No third grade American Indian, Alaska Native, Native Hawaiian or Pacific Islander students Met/Exceeded Standards
 No fourth grade American Indian or Alaska Native students Met/Exceeded Standards
 No fifth grade Filipino, Native Hawaiian or Pacific Islander students Met/Exceeded Standards
 No sixth grade Two or More Race, American Indian or Alaska Native students Met/Exceeded Standards

Math Scores
 Met Standard or Exceeded Standard

Third Grade - 6th Grade
 Hispanic/Latino students will move from 16% to 21%
 Asian students will move from 35% to 40%
 Black or African American students will move from 8% to 13%
 White students will move from 36% to 41%
 Native Hawaiian or Pacific Islander students will move from 27% to 32%
 Demographic Race of Two or More students will move from 12% to 17%
 Filipino students will move from 39% to 44%

No third grade Two or More Race, American Indian or Alaska Native students Met/Exceeded Standards
 No fourth grade Two or More Race students Met/Exceeded Standards
 No fifth grade Black or African American, White, Filipino, or Native Hawaiian or Pacific Islander students Met/Exceeded Standards
 No sixth grade Two or More Races, American Indian or Alaska Native, Native Hawaiian or Pacific Islander students Met/Exceeded Standards

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Professional Development PD for teachers that strengthens their collective efficacy (PLC's) and supports their ability to engage students. This PD will support teachers in their ability to utilize student reports effectively. Teachers will receive additional PD to support providing differentiated instruction for students with disabilities and interactive strategies that support the development of language acquisition for EL students through distance learning. Finally, teachers will receive PD on supporting inclusive practices by promoting equity and inclusion of all marginalized populations (SWD etc.).</p> <ol style="list-style-type: none"> 1. Visible Learning Consultants - provides PD for teachers in the targeted areas of Teacher/Student Clarity, Lesson Design and Feedback (The Brilliance Project) 2. Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation (GLAD) 3. Continued PD in the area of Trauma Informed Care practices through the work of Dr. Merchant 4. Focused PD on supporting African American students and culturally relevant practices <p>2. Establish school-wide PL outcomes and goals: Leadership team will support their grade levels by guided reflection reflection of practices during release days (a focus on teacher instruction and student engagement); this work will be documented by the team. Teachers will utilize programs/books etc. to determine student levels and meet them at their current abilities to support</p> <ol style="list-style-type: none"> 1. Students in grades K-6 will access i-Ready online instruction daily in 	<p>John Hattie/Visible Learning Effect Sizes: PD .51 Feedback .75 Student/Teacher Clarity .75 Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (DuFours/Eaker/Karhanek) EDI: The Power of the Well-Crafted, Well-Taught Lesson (Hollingsworth/Ybarra)</p>	<p>Action 1: With implementation of the specific actions noted we will have a 10% point overall increase of our CAASPP ELA student performance data in grades 4-6.</p> <p>Action 2: Students in grades K-3 will have a minimum overall increase 10% point overall increase from their original i-Ready diagnostic assessment levels and have progressed on Common District Illuminate Assessments.</p> <p><i>By April 2022 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • Grade level teams analysis of assessment data • Improvement in student performance • School-wide consistent implementation of VL practices and instructional strategies. • Staff input surveys and consultation with VL support providers

<p>Reading and Mathematics in order to complete lessons which have been differentiated to meet their individual needs (iReady, \$26,800/\$3,000 = \$29,800)</p> <p>2. Provide additional supports for students in creating Math/Reading fluency through programs such as Explore Learning Reflex Math (\$3,295)</p> <p>3. Provide non-fictional readers, magazines, and literature to students of all grade level to support and increase on-grade level reading \$8,000 (such as Scholastic News Magazines \$3,800 and \$600 per grade level for leveled readers)</p> <p>4. 5th - 6th grade teachers will participate in the AVID program to support our students in being College and Career Ready (AVID Conference \$800)</p>		
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$8000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$78000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Teacher teams that collaborate around the needs of EL students on the entire grade level and utilize ELD time to target those learners in an efficient manner. EL instructional supports for Newcomers who speak little to no English.

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

Principally Targeted Student Group

- Asian • EL • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Professional Development/PLC:</p> <ol style="list-style-type: none"> 1. Provide continuous PD and materials for teacher in the use of district adopted Wonders and Guided Reading, and Renaissance/MyON (\$6,000) as an instructional technical support tool. 2. Release days for teachers to attend PD opportunities with their grade level teams and/or stipend for teachers on vacation 3. PLCs that continually target the skills and actions that students require to demonstrate mastery of grade level standards <p>2. Resources/Materials:</p> <ol style="list-style-type: none"> 1. Purchase needed materials or resources for staff to support African American students with access to core curriculum 	<p>The following subgroups will remain our focus areas for the 21-22 SY. 15.49% of African American students met or exceeded standards in ELA on the CAASP. 6.82% of students with disabilities met or exceeded standards in ELA on the CAASP.</p> <p>John Hattie/Visible Learning Effect Size: Targeted PD .51 Teacher Clarity .75 Collective Teacher Efficacy 1.57 Repeated Reading Programs .6</p>	<p>Actions 1-3: With implementation of the specific actions noted we will have a 10% points overall increase of our CAASPP ELA student performance data in grades 4-6.</p> <p>Actions 1-3: Students in grades K-3 will have a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments.</p> <p><i>By April 2022 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups. We will see a 10% decrease in the number of students performing below standards.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p>

<p>2. Provide supplemental online resources such as Nearpod (5,500) and professional development books for teachers to directly support the increased development of instructional strategies/abilities</p> <p>3. Purchase needed materials or resources for staff to support students in developing skills in STEM/STEAM - purchase supplemental science materials to support the core curriculum \$4,500 (all grade levels).</p> <p>3. Supports for Students:</p> <p>1. Provide EL/AA/SWD students with additional language/visual supports that equip them with foundational reading skills.</p> <p>2. Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD) - tutoring</p> <p>3.</p>		<ul style="list-style-type: none"> Follow professional learning plan. Complete Decision Making Models in order to assure the most effective strategies and data is utilized for input. Utilized Formative and Summative assessments that are submitted and reviewed on a trimester basis. Review school wide data 3 times a year and during all Leadership and Regional Principal meetings. Purchase needed supplemental materials, resources and equipment in all subject areas including Reading, Writing, ELD.
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$7000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$8000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$11500	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$11250	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	\$4018	Classified Salaries	Edit	Delete

Site Goal 1.3

Teacher teams that collaborate around the needs of EL students on the entire grade level and utilize ELD time to target those learners in an efficient manner. EL instructional supports for Newcomers who speak little to no English.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> Establish school-wide PL outcomes and goals that align with both CCSS and ELD standards Administer Initial and Summative ELPAC assessments. Credentialed Teachers and EL Instructional Coach crafting lesson plans for Newcomers that are taught by trained para-educator Utilize credentialed teachers and trained para-educators to teach supplemental ELD instruction (outside of the mandated ELD) Establish school-wide schedules that support Integrated ELD instruction and enhance designated ELD 	<p>Current ELPAC data for students at David Reese is as follows:</p> <p>44.83% of Kindergarten students scored a level 3 or 4 on the ELPAC.</p> <p>58.67% of 1st grade students scored a level 3 or 4 on the ELPAC.</p> <p>53.70% of 2nd grade students scored a level 3 or 4 on the ELPAC.</p> <p>50% of 3rd graders scored a level 3 or 4 on the ELPAC.</p> <p>45.72% of 4th graders scored a level 3 or 4 on the ELPAC.</p> <p>59.38% of 5th graders scored a level 3 or 4 on the ELPAC.</p> <p>34.27% of 6th graders scored a level 3 or 4 on the ELPAC.</p>	<p>Actions 1-6: With implementation of the specific actions noted we will have 10% of our EL students increase by 1 or more levels on the ELPAC assessment for the 21-22 School Year. We will closely monitor the progress of our EL students during their initial, middle and summative ELPAC scores. Actions 1 - 6.</p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> Grade level teams analysis of ELPAC assessment data Improvement in student performance both formal and in-formal

<p>instruction with a focus on the 6 ELD Standards</p> <p>6. Supplemental funds allocated to utilize a certificated teacher to co-ordinate ELPAC testing schedule as well as additional certificated staff to provide ELPAC testing for students (after contract hours). Admin will co-conduct EL coordination work as well schedule/facilitate EL meetings.</p>	<p>A Handbook for Classroom Instruction that Works (Marzano) A Close Look at Closing Reading (Lapp/Moss/Grant/Johnson) John Hattie/Visible Learning Effect Size: Phonics Instruction .54 Vocabulary programs .67</p>	<ul style="list-style-type: none"> • School-wide consistent implementation of VL practices and instructional strategies. • Monitor the number of students who redesignate from EL's to English proficient
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$10000	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	\$8000	Classified Salaries	Edit	Delete

Site Goal 1.4

Academic Intervention teachers will consistently collaborate with grade level teacher teams to evaluate the effectiveness of differentiated instructional strategies, provide small group instruction, push-in to classrooms to assist with targeted leveled instruction for all students, and monitor student progress to ensure that the appropriate response is initiated and maintained.

Students at David Reese Current CAASPP ELA and MATH Performance Data:
 37% of 4th grade students Met/Exceeded Standards in ELA
 22% of 4th grade students Met/Exceeded Standards in MATH
 39% of 5th grade students Met/Exceeded Standards in ELA
 17% of 5th grade students Met/Exceeded Standards in MATH
 37% of 6th grade students Met/Exceeded Standards in ELA
 17% of 6th grade students Met/Exceeded Standards in MATH

The following PTSG's will remain our focus areas for the 21-22 SY. 54% of our African American students scored below standard in ELA and 61.97% below standard in MATH. 79.55% of students with disabilities scored below standard in ELA and 77.27% below standard in MATH.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the CAASPP/SBAC 2021 and the California's Accountability Dashboard:

- African American students performed 76.9 points below standard - Red
- Hispanic students students performed 41.5 points below standard - Orange
- Students with Disabilities students performed 112 points below standard - Orange

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the CAASPP/SBAC and the California's Accountability Dashboard:

- African American students students performed Orange
- EL students students performed Orange
- Hispanic students students performed Orange
- Socioeconomically Disadvantaged students students performed Orange
- Students with Disabilities performed Orange

Metric: CAASPP

Actions/Services 1.4.1

Principally Targeted Student Group

- Black or African American • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>ASES Support</p> <ol style="list-style-type: none"> 1. Academic Program Coordinator \$31,680/Afterschool Program 2. Additional support for Day Camp/Afterschool Program to provide enrichment/academic opportunities to support students (such as STORM/ELITE \$8,000) 	<p>John Hattie/Visible Learning Effect Size: Small Group Instruction .49 Student-Centered Teaching/Learning .54 Response to Intervention 1.07 Comprehension Program Learning .60 EDI (Explicit Direct Instruction)</p>	<ol style="list-style-type: none"> 1. With implementation of the specific actions noted we will have a 10% point overall increase of our CAASPP ELA student performance data in grades 4-6 and a 5% point overall increase of our CAASPP MATH student performance data. ASES 1-2. 2. Students in grades K-3 will have a

Intervention and Engagement Support

1. Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies/Lightbulbs) and online services
2. Technology supplies and equipment such as headphones with mics for students and teachers \$6,000 to support student engagement
3. Credentialed Support Staff Hourly time-sheeted Intervention services
4. Allow Students with Disabilities access to targeted intervention support services
5. Allow teacher teams to collaborate with Academic Intervention staff around specific targeted supports for African American students
6. Purchase monitors and a laptop to install in school library to support engagement and accessibility of content shared during meetings (teachers/staff/parents)
7. Librarian \$5,841

Academic Intervention Staff:

1. .6 Primary Intervention Teacher \$53,497
2. .6 Intermediate Intervention Teacher \$92,261
3. 1 Intervention Para-Educators \$27,571
4. Time-sheeted Para-Educators that support students in grades kindergarten-third to provide direct instruction for foundational reading and literacy skills under the direction of trained AITs \$25,000

minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments.
Intervention and Engagement 1-7.

By April 2022 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups. We will see a 10% decrease in the number of students performing below standards.

The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:

- Overall improvement and progress towards grade level assessment data and standards mastery
- Improvement in student performance both formal and informal
- School-wide consistent implementation of VL practices and instructional strategies.
- Grade Level teams DMM's and collective team goals
- Intervention Staff trimester assessment data reviews

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$15000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$58412	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$200000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$15000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

Students in grades K-6 completing common grade level formative and summative assessments that allow teacher teams to identify areas of need and deficits. Assessment protocol and materials that meet the needs of the range of instructional learners in the classroom.

Students at David Reese Current CAASPP ELA and MATH Performance Data:

- 44% of 4th grade students Met/Exceeded Standards in ELA
- 30% of 4th grade students Met/Exceeded Standards in MATH
- 32% of 5th grade students Met/Exceeded Standards in ELA
- 15% of 5th grade students Met/Exceeded Standards in MATH
- 33% of 5th grade students Met/Exceeded Standards in ELA
- 20% of 5th grade students Met/Exceeded Standards in MATH

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> Grade level teacher release days in which teams can conduct Co-Ops/ DMM's/ Focused PLC work/Site-Planning Days After-school academic supports for students who are performing below grade level. Strategic targeted intervention in the areas of reading and math provided by Certificated Staff. Grade levels will compile student assessment data to determine who has the greatest need. Additional support for teachers in primary grades for assessment and intervention support Teams will complete monthly Lesson and Strategy Studies to incorporate effective ways to engage students while teaching CCSS Teacher teams will have goal-setting conferences with Students with Disabilities that highlight areas in which they have made progress and those that they need growth in, utilizing positive restorative practices that promote growth mindset. Increase in writing proficiency and vocabulary development for African American students as measured by District trimester assessment data Increase reading comprehension in informational text scores as measured by reoccurring iReady diagnostics and growth monitoring. Certificated Teacher completing Tier II assessments/programs/instructional supports Provide compensation to classroom teachers for hours spent beyond contract time to support the identification process of new GATE students Enrichment activities and/or materials Tier II assessments administered for students in 3-6 grades along with leadership academies that focus on accelerated standards and learning goals. 	<p>John Hattie/Visible Learning Effect Size: Collective Teacher Efficacy 1.57 Response to Intervention 1.07 Student/Teacher Clarity .75 Providing Formative Evaluation .90 The Reading Strategies Book (Serravallo)</p>	<p>Actions 1-11: With implementation of the specific actions noted we will have a 10% overall increase of our CAASPP ELA student performance data in grades 4-6. All students in Grades 1-6 will have a minimum of 10% gains in their iReady Trimester Diagnostic Assessment Data. Students in grades K-3 will have a minimum overall increase of 3 Guided Reading levels and have progressed on Common District Benchmark Assessments.</p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • iReady Assessment Data • Reading Comprehension Assessment Data • Wonders Performance Task progress data • Guided Reading Program student improvement records • SBAC Performance Tasks for ELA/MATH/WRITING

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$3500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$1897	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$31168	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

To maintain grade level teachers and Administrators ability to recognize the importance of deliberate practice, cognitive load and

foundational skills that are needed for EL students and lower-performing students to make progress towards attainable goals.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- Low Income • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. ELPAC assessments administered for all students. 2. Release days for teams to analyze assessment data with additional support team members that provide direct intervention services to students 3. We will use funds to purchase supplies and light refreshments for ELAC meetings. The assessments will be conducted by certificated teachers. 4. Formative assessments that identify focus standards and contain targeted learning objectives in both ELA and ELD 5. Supplies and Materials that aide student academic improvement (Copy Machines/Ink/Toner/Paper/Supplies) 	<p>8.76% of David Reese Elementary EL students met or exceeded their ELA scores by on the CAASPP. 7.93% of David Reese Elementary EL students increased their MATH scores by on the CAASPP.</p> <p>John Hattie/Visible Learning Effect Size: Collective Teacher Efficacy 1.57 Creative Programs on Achievement .65 Teacher/Student Clarity .75 PLC Research (DuFours) Visible Learning for Literacy (Fisher/Frey)</p>	<p>Actions 1 - 5: With implementation of the specific actions noted we will have 20% of our EL students increase by 1 or more levels on the ELPAC assessment for the 21-22 School Year. We will closely monitor the progress of our EL students during their initial, middle and summative ELPAC scores.</p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • Overall improvement and progress towards grade level assessment data and standards mastery • Grade level teams analysis of ELPAC assessment data • Improvement in student performance both formal and in-formal • School-wide consistent implementation of VL practices and instructional strategies. • Increased number of students identified as GATE eligible. • Increased number of student participants in student leadership academy on campus

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

Resources that aide instructional supports for students that benefit the gaps that exist for schools in low income communities where students may not be afforded every opportunity to be successful without purposeful planning for items that build capacity and equal access. School site staff that is constantly provided with opportunities to incorporate restorative teaching practices that strengthen the relationships that exist between student and teacher. In addition, PD that is focused on the whole child, meeting the needs of students in poverty, understanding diversity in different cultures, and equitable teaching practices that showcase growth mindset. Students at David Reese Elementary school have received targeted instruction in the areas of Trauma Informed

Care and Restorative Practices. Teachers and staff continue to cultivate a more culturally responsive learning environment and to address the disproportionality in suspension rates between student groups (especially in our African American and Students with Disabilities populations). For the 2018-19 School Year we had 70 total suspension incidents (this data is being cited as it speaks to the need to try to change our climate through a focus on PBIS). Another of the reoccurring challenges is 18.1% of our students have been chronic absent and/or have excessive absences/truancies.

The following subgroups will remain our focus areas for the 21-22 SY. 14.5% of our African American students were suspended at least once. 11.9% of students with disabilities were suspended at least once. 37.8% of our African American students are chronically absent. 27.5% of our students with Disabilities are chronically absent.

Metric: Suspension

Actions/Services 3.1.1

Principally Targeted Student Group

- Asian • Black or African American • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><u>SEL/PBIS supports for students:</u></p> <ol style="list-style-type: none"> 1. SEL supports for students through PBIS and a school-wide culture that celebrates diversity 2. Increase books/literature in our school library as well as classroom libraries that reflect the diverse population of our student body - this focus will be primarily on increasing the content of our libraries to support student self identification through culture/heritage/ethnicity/disabilities \$5,000 3. Continue to focus on our Culture and Climate team to support educating students and staff on recognizing and accepting the diversity of others. 4. Reinforcing consistent behavior procedures that allow students and families to safely embrace new learning experiences and opportunities. 5. Structured supports for students through facilitated social skills groups and counseling for those with achievement gaps that can aide to increase student academic achievement. 6. Provide SEL program and materials to staff to support the social and emotional learning and development of students \$4,000 (such as Second Step Program) 7. PBIS school-wide implementation and maintenance of classroom and site programs and supports. 8. Consistent collaboration around school wide behavior data and SEL support programs and initiatives. 9. After-school tutoring for students who are performing below grade level in the ASES Program 10. On-going collaboration and consultation with MHT and Behavior Support Specialists. 11. Timesheet additional teacher and para educators as needed to support implementation of PBIS programs and interventions. 12. Monthly grade level team collaboration around the effectiveness of the culturally responsive practices being implemented in classrooms for African American students. 13. PD for staff around social/emotional instructional supports for Students with Disabilities <p>Decrease the suspension and referral rate for African American</p>	<p>John Hattie Visible Learning Effect Size: Student/Teacher Relationships .72 Peer Tutoring .55 Classroom Behavioral Supports .68 The Will to Lead, the Skill to Teach (Muhammad/Hollie) Culturally and Linguistically Responsive Teaching and Learning (Hollie)</p>	<p>Decrease Suspensions Actions 1-6: With implementation of the specific actions noted we will have a 20% overall decrease in the total number of suspension incidents of our students.</p> <p><i>By April 2022 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • Monitor the number of referrals both behavioral and Social/Emotional within the targeted student population • Continue direct learning and reflection process with staff around culturally responsive instruction and classroom environments. Have Leadership and Equity team analyze the staff input results. • Provide staff with materials, resources, and training around culturally responsive instruction. Collect data from classroom walk-throughs and observations on the engagement practices of the targeted student groups. • Increase student achievement data on interim and trimester assessments <p>Action SEL/PBIS 1-13: We will also see a 5% decrease in the number of students who are chronically absent and/or tardy.</p> <p><i>By April 2022 we will assess the effectiveness of this intervention by analyzing our student data, specifically within our African American and Students with Disabilities subgroups.</i></p> <p>The following outputs will be measured and analyzed on a monthly basis utilizing our track rotation schedule:</p> <ul style="list-style-type: none"> • Monitor how the increase of school-wide opportunities to recognize students for making positive choices decreases behavioral referrals/suspensions • Student Video journals that document the overall voice of our students acceptance and ownership on our campus. Along with 1:1 interviews that denote student/teacher/family relationships

students, Hispanic students, and minority students.

1. Decrease the suspension referral rate for African American students which will be monitored through the monthly collaboration and review of site behavior data
2. Students with Disabilities provided with on-going PBIS Tier I supports, and collaboration around the effectiveness of these supports with both General Ed and Special Ed staff
3. Provide culturally relevant and responsive strategies to classroom teachers and staff.
4. Build upon existing site Professional Learning Goals that incorporate equitable practices and strategies for all learners.
5. Monitor foster youth with office system offering positive incentives for regular school attendance while supporting students Social Emotional Learning needs which in turn increase overall academic achievement.
6. Student Celebrations and Assemblies that showcase student achievement, attendance and character development (Ex. Awards, Award Certificates, materials)

- **Survey Data from Student, Staff and Family Culture and Climate questionnaires.**
- **Monitor the PBIS TFI site-wide scores**

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$6100	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$11500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- All • Black or African American • Native Hawaiian or Pacific Islander • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> 1. Personal phone calls/contact home from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SART process. 2. Hold monthly PBIS/Intervention Team meetings. 3. Purchase level books for students who meet our good attendance criteria. 4. Purchase attendance rewards & certificates for students who receive perfect attendance each month 	Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf	Actions 1-4: Gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for the students with disabilities, Pacific Islander, students of Two or More races, African American and White populations.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5600	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

Parent Involvement policies and procedures that invite families to team with school site staff with their child’s education. While also providing resources and materials that aide to strengthen the bond between students/families/teachers that in turn increase student achievement and performance.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p><u>Targeted Focus on Parent/Community Engagement</u></p> <ol style="list-style-type: none"> 1. Title I Family Meetings/family and community events/engagement activities with increased/high attendance from families and community members 2. Family Events and Academic Functions on campus that provide resources and materials that target mastery of content standards as well as student/family connection to school 3. Consultation with community organizations that support Reese's African American community including mentoring support for African American males 4. Resources for families of Students With Disabilities will be distributed at all IEP meetings in multiple languages 5. Attendance Program and partnership with community on the importance of school attendance and the Year Around school calendar. 6. Team with families in making first contacts positive through Friday admin calls home - positive notes from teachers regarding students 7. Teachers utilize tools that allow them to make personal phone calls, schedule meetings, and facilitate student-led conferences 8. Family Impact Time Meetings sponsored by grade level teacher teams so provide information to families regarding the following: <ul style="list-style-type: none"> • CCSS • Access to Technology • ESL • Literacy materials • Make and Takes 	<p>John Hattie/Visible Learning Effect Size: Parental Involvement .49 Motivation .48 Teacher/Student Relationships .72 Culturally and Linguistically Responsive Teaching and Learning II Edition (Hollie) CA PTA - Family Engagement data report data</p>	<p>Actions 1-8 measured through: Parent Survey data will be collected in the Spring of 2020 to review the effectiveness of the parent involvement and engagement programs and activities taking place at David Reese. Parent survey data questions will assist in measuring the effectiveness of our site LCAP and student academic gains. This data will illustrate an increase in parent participation.</p>

<ul style="list-style-type: none"> Grade level content instructional videos and samples 		
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Making sure that David Reese is a reflection of the diversity that it represents in student showcases, student leadership activities, student interviews, family engagement events, and after-school impact teams.

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

- All
- American Indian or Alaska Native
- Asian
- Black or African American
- EL
- Filipino
- Foster Youth
- Hispanic or Latino
- Low Income
- Native Hawaiian or Pacific Islander
- School-wide
- SWD
- White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1. Build Strong Relationships:</p> <ul style="list-style-type: none"> Home/Visit Project training and compensation for teachers Provide additional support staff for events/meeting preparation and implementations: <ul style="list-style-type: none"> teachers-inform parents about grade level standards/methods to assist students clerical- parent communication Para-educators- daycare and support National Home/Visit Training Parent Liaison that completes regularly scheduled phone calls/attends Family Impact Time Meetings/Connects families to school-site resources and prepares materials and resources for families to better access educational supports for their children Provide academic trainings/Parent University classes for parents including i-Ready, Early Literacy, other academic interventions, social emotional and safety trainings to inform and empower parents with strategies & materials to support their students \$5,000 We Both Read program to support literacy and parent/student engagement \$5000 SEL workshops for families and staff that focus on the effect of trauma on youth and adolescents \$5000. African American speakers/authors will provide presentations for families of African American students as well as site staff to strengthen home/school connection Create a system that consistently connects families to our school site: <ul style="list-style-type: none"> Grade Level performances 	<p>John Hattie/Visible Learning Effect Size: Parental Involvement .49 Motivation .48 Teacher/Student Relationships .72 Culturally and Linguistically Responsive Teaching and Learning II Edition (Hollie) CA PTA - Family Engagement data report data</p>	<p>Action 1 effectiveness measured through utilizing family engagement events to determine their impact on student achievement. District data will be used to determine if enhanced activities supported meeting the needs of students socially/academically while also keeping families involved/informed. Student based surveys that are administered the following day and/or family based survey that are taken on the computer the night of events.</p>

- o Awards Assemblies
- o Visible Learner of the Month Assemblies
- o Character Education Assemblies and Rallies
- o Family Events and Nights (Reading, Math, Science, Writing)
- Special Ed staff will collaborate with General Ed staff to develop, implement and monitor more effective family engagement practices designed to meet the needs of Students with Disabilities
- Signage for Back to School to welcome students back to in person learning.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$8500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

David Reese Elementary - 358

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$30,777	\$30,777	\$30,777	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	39.375	\$0	\$4,401,327	\$4,401,327	\$4,401,327	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1.17	\$0	\$164,424	\$164,424	\$164,424	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$55,970	\$55,970	\$55,970	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$195,935	\$195,935	\$0	\$0	\$195,935	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$30,600	\$30,600	\$25,000	\$0	\$5,600	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$5,397	\$5,397	\$0	\$5,397	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$32,018	\$32,018	\$29,018	\$3,000	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.5	\$0	\$28,081	\$28,081	\$0	\$0	\$28,081	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0	\$0	\$523,430	\$523,430	\$410,162	\$41,168	\$27,600	\$44,500	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,235	\$6,235	\$6,235	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$47,650	\$47,650	\$47,650	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 4124 ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	0.1	\$53,756	\$197,783	\$251,539	\$251,539	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services	2.875	\$0	\$165,946	\$165,946	\$0	\$0	\$165,946	\$0	\$0

Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)									
4355 Healthy Start 5857 Title I - Student Support Centers (rolls to 3010)	4.75	\$0	\$445,935	\$445,935	\$0	\$0	\$445,935	\$0	\$0
4900 Director of School Improvement Support 5860 Title I - Afterschool - District (rolls to 3010)	0.4	\$0	\$19,512	\$19,512	\$19,512	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 5862 Equitable Access (rolls to 4124)	0	\$23,809	\$47,722	\$71,531	\$71,531	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0.45	\$17,592	\$179,358	\$196,950	\$196,950	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.75	\$0	\$190,425	\$190,425	\$190,425	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.75	\$0	\$46,652	\$46,652	\$46,652	\$0	\$0	\$0	\$0
3680 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier I 6500 Special Education	2.75	\$0	\$193,486	\$193,486	\$193,486	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.25	\$0	\$134,315	\$134,315	\$134,315	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	61.12	\$95,157	\$7,143,978	\$7,239,135	\$6,274,973	\$49,565	\$870,097	\$44,500	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$1,531,778
Subtotal of state or local funds included for this school	\$5,707,357

Title I Centralized Services			
Title I Foster Youth	\$33,610	Title I Homeless	\$8,590
Title I Centralized Services	\$126,589	Title I Preschool	\$215,714

Principal **Patrina Baggett** _____

School Site Council Chairperson **Britni Alford** _____

EL Advisory Chairperson **Mikelyne Uribe** _____